



KAMBALA

CELEBRATING 135

A Celebration of The Class of 2021

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Humanity | Courage | Curiosity | Respect

*Inspired learning.
Empowering young women of integrity.*

CLASS OF 2021 EMERGES WITH RESILIENCE AND RESULTS



We are delighted to share the outstanding achievements of the graduating class of 2021.

During a year that was interrupted by lockdowns and remote learning, our Year 12 students demonstrated all the qualities envisioned in a Kambala graduate. They approached their learning with curiosity and courage, demonstrating resilience and

optimism during a complex and uncertain time. Each girl navigated the changing learning environment, rigorous and challenging assessment schedules and played her part in building strong and lasting connections to her peers and to her School.

The Kambala vision of *Inspired learning. Empowering young women of integrity.* was realised in the attitudes and capabilities of this impressive cohort of young women. Their accomplishments were facilitated by the professional expertise and commitment of their teachers and the loving support of their families.

This *Celebration of the Class of 2021* highlights the many successes achieved.

In the Higher School Certificate, the Class of 2021 continued the School's longstanding tradition of academic excellence, being ranked the 11th most successful school by the *Sydney Morning Herald*. The School appeared 9 times on the Top Achievers List and 17 times on the All Round Achievers List. Our English students achieved by far the best result in NSW. We were also the highest ranked school offering both the International Baccalaureate Diploma Programme as well as the Higher School Certificate.

Our 2021 International Baccalaureate (IB) results remain among the best in Australia. Kambala IB graduates achieved an overall average of 37 (equal to an ATAR of 95.20), greatly exceeding the global average of 32. This cohort is to be commended for the way in which they supported and encouraged one another to achieve these wonderful results.

On behalf of the Kambala Community, I commend the entire class for their diligence and dedication and wish them every success in the next stage of their learning journeys.

Ms Jane Danvers
Principal



A COHORT THAT INSPIRES CONNECTION AND STRENGTH

Aspire to Inspire was the motto of Cohort 2021 and the students have certainly lived by their words. Year 12 have demonstrated incredible stamina and focus throughout their Stage 6 journey. They have shown true grit and an infinite ability to adapt and respond to challenges presented by ever changing global circumstances.

As true examples of the whole girl, Year 12 have shone in both academic and co-curricular domains. Among this group of students, talent runs deep with athletes, scientists, musicians, economists, mathematicians, geographers, linguists, historians, writers, performing and creative artists and designers. These tenacious students have led Kambala with extraordinary courage, passion and drive. They have given the School community much to celebrate, leaving their indelible mark in environmental activism, drama, music, debating, public speaking, sport, visual arts and design, advocacy, wellbeing and STEM. Cohort 2021 is a group of formidable young women who have engaged meaningfully in all aspects of school life.



Cohort 2021 have taken advantage of all learning opportunities and persevered towards their personal best. They have benefitted from the expert guidance from their teachers and Studies Coordinator, as well as the unwavering support from the Year 12 Pastoral Team, the School Psychologists, the School Leaders and other key staff. The students have developed strong habits of mind that have fostered a determination to succeed which is underpinned by interdependence and personal responsibility. During Stage 6, the Cohort engaged in individual goal setting and self-care practices to develop their own personal plans which they were encouraged to regularly review and refine. As a result, Year 12 students thrived and achieved outstanding performances in both the Higher School Certificate and the International Baccalaureate programs, across many learning areas.



The challenges over the past two years have fortified the connections within the Cohort and enhanced their resilience. The warmth and compassion the students have shown for one another has been a joy to witness. They have created wonderful memories that have enriched their learning journey. Celebrating the Lunar New Year, leading the Festival of Music and Swimming and Athletics Carnivals, implementing ideas to support the environment, initiating programs for creative arts and design, actively supporting advocacy initiatives for those in need and enjoying opportunities to come together in the Soub were particular highlights of 2021. Year 12's extraordinary energy, creativity and strength has been an inspiration to the Kambala community.

Congratulations to the Class of 2021 on all that they have achieved. They are to be commended for embracing school life with zest and for leaving a lasting legacy in numerous domains. Year 12 have flourished as learners to become accomplished young women of integrity and purpose. They are ready to further their knowledge and skills in order to successfully make their unique contributions to the world. I wish them every success.

Marion Rosen
Head of Year 12

HSC 2021 HIGHLIGHTS

Kambala state ranking in HSC

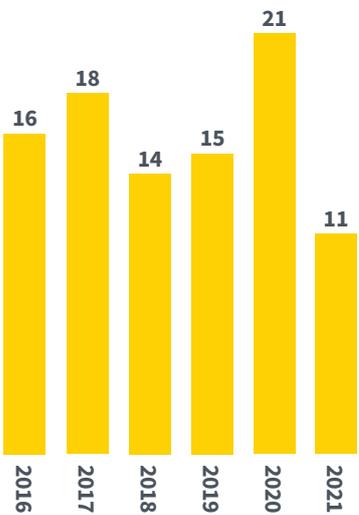


Independent, non-selective girls' school ranking

Ranking among schools offering HSC and IB

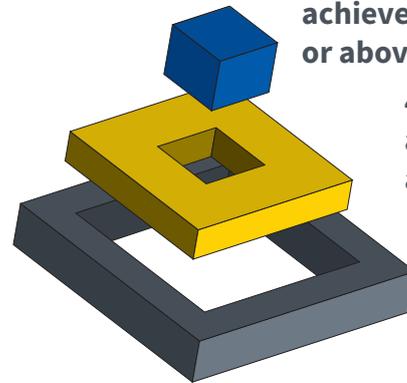


First in the state for English (2U, Ext1, Ext2)



The Sydney Morning Herald HSC ranking top 100 schools

12% of our students achieved an ATAR of 99 or above

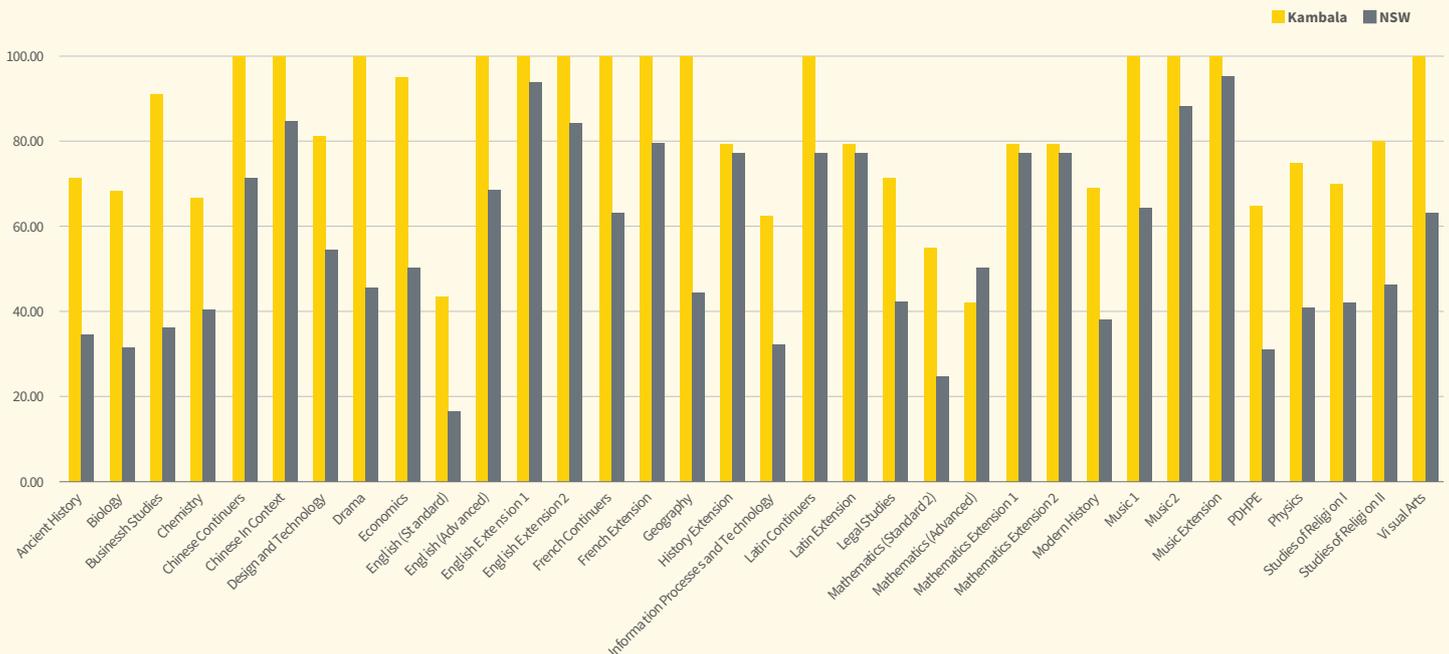


43% achieved an ATAR of 95 or above

68% achieved an ATAR of 90 or above

HSC ATAR scores are estimates as calculated by Academic Assessment Services Pty Ltd. Student individual ATARs are not provided to the School and may not be exact.

Kambala students to achieve Bands 5 and 6/ E3 and 4



HSC HIGH PERFORMERS

All-round Achievers List

Accomplishment of a Band 6 (90% or more) across 10 or more units of study



Alix Anastasiadis



Anjalee Desai



Sarah Edwards



Eloise Fletcher



Sophia Fonseca



Yue Yang (Ashley)
Fu



Francesca Herro



Aarya Kaul



Sophia Morgan



Mayling Paton



Stella Rafeletos



Mia Retallack



Sunday Salt



Jemma Tan



Claire Villata



Sara Wright



Victoria Yan

Congratulations CLASS OF 2021

HSC 2 UNIT COURSES STUDENTS GAINING BAND 6

Ancient History

Emily Hausman
Mia Retallack
Jemma Tan

Biology

Charlie Aitken

Business Studies

Claire Butterfield
Olivia Clyne
Eloise Fletcher
Sophia Fonseca
Samara Kelleher
Amelia Malouf
Arabella Munro
Sienna Parnes
Sunday Salt
Erika Skelin
Olivia Stark
Bianca Tauszik
Maisie Wilmer
Sara Wright

Chemistry

Yue Yang (Ashley) Fu
Aarya Kaul

Chinese Continuers

Jemma Tan

Chinese in Context

Zhilin (Kinata) Zhang

Design and Technology

Georgina Beer
Eliza Finlayson
Sienna MacCallum
Sienna Parnes
Sara Wright

Drama

Alix Anastasiadis
Joanna Coles
Alice Cronin
Solei Entwistle
Georgia Gray-Spencer
Madeline Kunstler
Ava Pietranski

Isabella Pursehouse
Charlotte Scanlon
Rose Scarlis
Phoebe Scotts
Claire Villata

Economics

Olivia Clyne
Anjalee Desai
Sarah Edwards
Sophia Fonseca
Sophia Morgan
Mayling Paton
Sunday Salt
Jemma Tan
Maisie Wilmer
Victoria Yan

English Standard

Jasmine Diep

English Advanced

Charlie Aitken
Alix Anastasiadis
Alice Andrews
Ebony Apps
Georgina Beer
Mia Bojidarov
Claire Butterfield
Olivia Clyne
Alice Cronin
Isobel Davies
Anjalee Desai
Sarah Edwards
Eliza Finlayson
Lara Finlayson
Eloise Fletcher
Sophia Fonseca
Jessica Friderich
Yue Yang (Ashley) Fu
Georgia Gray-Spencer
Bonnita Green
Emily Hausman
Francesca Herro
Charlotte Herron
Aarya Kaul
Madeline Kunstler
Samara Kelleher
Daso Lee
Jessica Ledger
Amelia Malouf

Elizabeth Mojanovski
Sophia Morgan
Arabella Munro
Caitlin O'Rourke
Mayling Paton
Ava Pietranski
Emily Purseglove
Isabella Pursehouse
Stella Rafeletos
Isabella Redmond
Mia Retallack
Bianca Sachr
Sunday Salt
Rose Scarlis
Erika Skelin
Olivia Stark
Jemma Tan
Bianca Tauszik
Claire Villata
Annabel Whitehouse
Maisie Wilmer
Sara Wright
Victoria Yan
Sofia Zorbas
Claire Zylstra

French Continuers

Alix Anastasiadis
Emily Hausman
Stella Rafeletos
Claire Villata

Geography

Olivia Clyne
Jasmine Diep
Eloise Fletcher
Sophia Fonseca

Latin Continuers

Mayling Paton

Legal Studies

Charlie Aitken
Georgina Beer
Jessica Friderich
Francesca Herro
Nan (Julia) Jiang
Daso Lee
Sophia Morgan
Bianca Tauszik
Sara Wright

Mathematics Standard 2

Mia Bojidarov
Eloise Fletcher

Mathematics Advanced

Anjalee Desai
Sarah Edwards
Sophia Morgan
Mayling Paton
Stella Rafeletos
Jemma Tan

Modern History

Alix Anastasiadis
Claire Butterfield
Anjalee Desai
Sarah Edwards
Eliza Finlayson
Lara Finalyson
Eloise Fletcher
Sophia Fonseca
Jessica Friderich
Francesca Herro
Samara Kelleher
Daso Lee
Amelia Malouf
Sophia Morgan
Stella Rafeletos
Mia Retallack
Sunday Salt
Erika Skelin
Olivia Stark
Claire Villata

Music 1

Georgia Gray-Spencer
Madeline Kunstler
Jessica Ledger
Tallulah Simpson

HSC 2 UNIT COURSES STUDENTS GAINING BAND 6

Music 2

Yue Yang (Ashley) Fu
Stella Rafeletos
Mia Retallack
Rose Scarlis
Victoria Yan
Song Ci (Ci Ci) Yong

PDHPE

Arabella Munro
Sienna Parnes
Maisie Wilmer
Sara Wright

Physics

Aarya Kaul

Studies of Religion I (Year 11 Accelerants)

Ariella Charalambous
Sophia Clyne
Gigi Evans
Shyla Gloster
Kaiya Hunter
Lara Millmore
Nawal O'Neil
Olivia Thoma
Heidi Tracey
Scarlett Wallace

Studies of Religion II

Charlotte Herron
Annabel Whitehouse

Visual Arts

Sarah Edwards
Lucy Evans
Lara Finlayson
Francesca Herro
Charlotte Herron
Samara Kelleher
Isabelle Perkins
Ava Pietranski
Isabella Redmond
Sunday Salt
Tallulah Simpson
Claire Villata
Sofia Zorbas
Claire Zylstra

2021 HSC EXTERNAL COURSE (NSW SCHOOLS OF LANGUAGES), STUDENT GAINING BAND 6

Chinese and Literature

Nan (Julia) Jiang

2021 HSC EXTENSION COURSES, STUDENTS GAINING BAND E4

English Extension 1

Charlie Aitken
Alix Anastasiadis
Alice Andrews
Anjalee Desai
Lara Finlayson
Jessica Friderich
Francesca Herro
Madeline Kunstler
Daso Lee
Amelia Malouf
Mayling Paton
Isabella Pursehouse
Isabella Redmond
Mia Retallack
Rose Scarlis
Erika Skelin
Jemma Tan
Victoria Yan

English Extension 2

Charlie Aitken
Alix Anastasiadis
Anjalee Desai
Lara Finlayson
Francesca Herro
Madeline Kunstler
Mayling Paton
Mia Retallack
Rose Scarlis

French Extension

Emily Hausman

History Extension

Claire Butterfield
Isobel Davies
Anjalee Desai
Eliza Finlayson
Lara Finlayson
Sophia Fonseca
Jessica Friderich
Emily Hausman
Francesca Herro
Samara Kelleher
Olivia Stark

Latin Extension

Ebony Apps
Mayling Paton

Mathematics Extension 1

Anjalee Desai
Yue Yang (Ashley) Fu*
Aarya Kaul*
Mayling Paton
Victoria Yan*

Mathematics Extension 2

Yue Yang (Ashley) Fu*
Aarya Kaul*

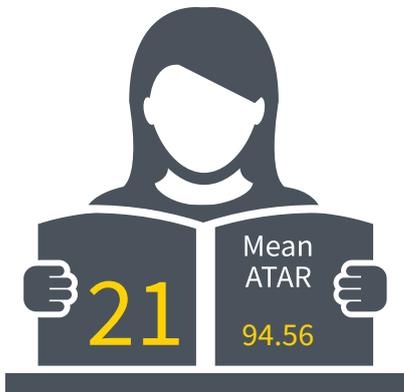
Music Extension

Yue Yang (Ashley) Fu
Stella Rafeletos
Rose Scarlis
Isabelle Wilkins
Victoria Yan
Song Ci (Ci Ci) Yong

* Mathematics Extension 1 and 2 averages are out of 100 where indicated.

IB 2021 HIGHLIGHTS

Enrolled Kambala IB students



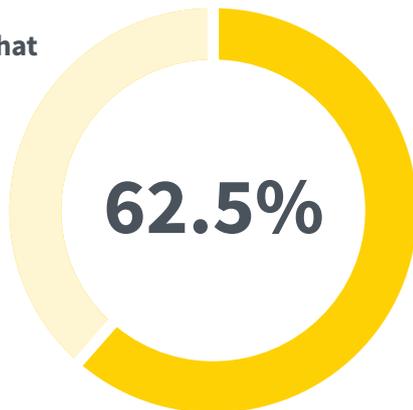
Kambala average point score



Global average point score



Kambala students that achieved an ATAR equivalent of 95 or above



Outstanding achievers 45 IB points/ATAR Equivalent of 99.95 (only around 130 of the global cohort of 19,600):

- ◆ Alexandra Bako
- ◆ Felicia Chen
- ◆ Esme Irvine

OUTSTANDING IB ACHIEVERS

Students who received an equivalent ATAR of 95 or above (62.5% of the cohort):



Alexandra Bako



Francesca Booth



Felicia Chen



Charlotte Corr



Anna Capri Do



Rafaella Drakoulis



Esme Irvine



Chloe Knowles



Jade Lin



Natasha Ludlow



Ines Marcal



Georgina O'Sullivan



Naomi Rose Shafransky



Cordelia White



Jasmine Zhou

Congratulations CLASS OF 2021

IB 2021 HIGHLIGHTS

Grade A Achievers

- ◆ **Extended Essay**
Alexandra Bako
Chloe Knowles
Olivia Martin
Felicia Chen
- ◆ **Theory of Knowledge**
Alexandra Bako
Felicia Chen
Chloe Knowles
Esme Irvine
Ines Marcal
Chelsea Parker-Burton

Grade 7 Achievers

Subject	Students
HL English Literature	Alexandra Bako Esme Irvine Natasha Ludlow Cordelia White Felicia Chen Lara Clemson
HL Chinese B (Mandarin)	Jasmine Zhou
SL Chinese B (Mandarin)	Jade Lin
HL French B	Anna-Capri Do
HL Latin	Alexandra Bako
SL Latin	Olivia Hung Chelsea Parker-Burton
SL Spansi Ab Initio	Esme Irvine
SL Spanish B	Felicia Chen
HL Economics	Felicia Chen Chloe Knowles
HL Global Politics	Esme Irvine Rafaella Drakoulis Olivia Martin Ava Lang
SL Global Politics	Francesca Booth
HL History	Alexandra Bako Esme Irvine
SL Biology	Esme Irvine Naomi Shafransky
SL Chemistry	Alexandra Bako
SL Physics	Natasha Ludlow Felicia Chen
HL Mathematics - Analysis and Approaches	Felicia Chen
SL Mathematics - Analysis and Approaches	Alexandra Bako Esme Irvine
SL Music	Alexandra Bako Felicia Chen
HL Visual Arts	Jasmine Zhou

REFLECTIONS OF A SELECTION OF HSC AND IB OUTSTANDING ACHIEVERS

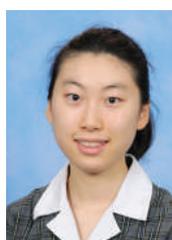
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Alexandra Bako

Whilst the IB was definitely challenging, I really enjoyed the choice and global focus of the Diploma Programme. For example, I could choose to investigate topics which personally interested me, whether it be the Republican impact of Gough Whitlam's Dismissal (for my Extended Essay) or the literary representation of female sexuality in

Ancient Rome (for my Latin IA). But Year 12 was so much more than schoolwork, and I really enjoyed participating in a variety of extra-curricular activities this year. In particular, conducting the Wentworth choir at the 2021 Music Festival and travelling to Hobart to compete in the National Schools Debating Championship were certainly highlights.



Felicia Chen

My highlight during the IB journey was completing my musical solo performance. I gained a deeper understanding of the work as I polished every detail of it. During the lockdown, I stayed motivated by planning my study schedule and sticking to it. Meanwhile, I was engaged in many extracurricular activities in Year 12 as it helped me build

connections with peers and de-stress. My advice for future students is to develop time management skills and to prioritise the most important tasks. Kambala has helped me develop my interest in both music and sports, which I will keep pursuing in the future.



Mayling Paton

Kambala has offered me so many opportunities that I am grateful for, whether they be in Music, Debating or Future Problem Solving, allowing me to explore my interests beyond an academic setting. My teachers always acted as a constant source of support, both emotionally and academically, and it is through their expertise that I was able to achieve

my goals. I also kept in close contact with my friends during online classes and in the lead-up to the HSC, and this close community of support and humour helped me to stay motivated.

REFLECTIONS OF A SELECTION OF HSC AND IB OUTSTANDING ACHIEVERS

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Sarah Edwards

During Year 12, I approached study knowing that I had a wealth of fun activities I could look forward to after studying. For example, I enjoyed working on my major work for art. It was very rewarding to listen to music and draw for relaxation. Also, I liked going to the Woollahra library to study. I found I was much more productive here, and enjoyed being able to work

with friends! Kambala's culture of inclusivity and encouragement helped me develop confidence in myself, which I will hopefully bring with me beyond school.



Victoria Yan

Kambala has instilled the qualities of determination and tenacity in me that I will undoubtedly require in the world beyond school. My personal highlight would either be the Music Festival or Term 2 Saturday Basketball with the formidable Year 12 Kambala Kings! When I look back on my final year of school, these two things definitely stand out

and highlight the importance of keeping up with your interests during stressful times. Apart from maintaining a healthy balance between school, extra-curriculars and a social life, I can't emphasise the value of having faith in your own ability enough -- you are more strong-willed and unshakeable than you realise!



Anna-Capri Do

What your parents and teachers say about Year 12 is true; "It's a marathon not a sprint." Do pace yourself throughout the year and don't be afraid to ask for help from your cohort or your teachers - you're all in this together. Remember: consistency is key, and that goes for all aspects of your life: friends and family, school, exercise and self-care. "All is well in the end, and if it's not well, then it's not the end."



Sophia Fonseca

I'm very grateful for my teachers who were the backbone and essence of my Kambala education. While the lockdowns compromised part of our Year 12 learning, the teachers ensured that we remained focused, motivated and confident. I would encourage future students to choose subjects which they love, not just subjects that are deemed "high

scaling" or "prestigious" as it may be misguided. I feel privileged to say that while the stress of Year 12 exams can feel overwhelming, I continued to enjoy learning more about my subjects and challenging my knowledge. This is what a Kambala education looks like to me; a love of learning, a skill that will aid me in my future endeavours.



Sophia Morgan

A highlight of my Year 12 were the friendships I solidified through either collaborating on work or just being there for each other. I am beyond grateful for all the opportunities Kambala provided as well as my supportive year cohort who encouraged me to pursue my passions. A piece of advice I'd offer to students is to keep a healthy balance between

working and socialisation and to not be afraid to utilise the resources and support available.



Yue Yang (Ashley) Fu

Picking up an extension subject could be intimidating. For me that was Maths Extension 2. In term 1, it soon became overwhelming and was much harder than I expected. But once I put enough effort in, such as reviewing my notes regularly and doing lots of practice questions, I realised how much it has helped me not only with Maths Extension 1,

but also my logics in general. Aside from being exposed to challenging yet super interesting topics, I was able to bond with my classmates as we tackled these hard questions together and shared our insights. My advice is that don't hesitate to pick up an extension subject. Yes it could be hard and time-consuming, but you are emerged in a community that shares your passion for a particular subject, and you're likely to improve a lot from that experience. Since I had the opportunity to complete a range of extension subjects, Kambala has encouraged me to constantly challenge myself and dive deeper into the topics that I love, and I will maintain this attitude in the future.



Eloise Fletcher

I am grateful for my education at Kambala that has instilled in me the quality of hard work and dedication. Ensuring you have a good study/life balance means you maintain perspective even during the most challenging times of Year 12. Studying and sharing ideas with my friends and getting feedback and advice from my teachers

meant I was well prepared for the final exams and life beyond Kambala. Special thanks to Mr C for marking thousands of my history essays from Years 9 to 12!

REFLECTIONS OF A SELECTION OF HSC AND IB OUTSTANDING ACHIEVERS

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Anjalee Desai

A personal highlight throughout the HSC was friendship, as it provided an invaluable support system that helped me to navigate challenges which arose throughout the year. I am also immensely grateful for the continual support I received from teachers, who made lessons highly engaging and inspired me to do my best. Maintaining a balance is

the advice I would give to future Year 12s. Whilst consistent work helps minimise stress, I also recommend taking regular study breaks for activities you enjoy, such as seeing friends and watching Netflix to help stay motivated. Kambala has instilled within me a strong sense of social justice and curiosity in my approach to learning, that I hope to take beyond the school gates.



Esme Irvine

One of the largest lessons I learnt from completing the IB is that year 12 does not have to be a daunting or overwhelming experience. Being able to select the topics I wished to delve into academically, as well as surrounding myself with a network of supportive peers and teachers, made my final year truly enjoyable. I found that studying in groups and

maintaining a sporting and social life helped me to avoid burnout and remain motivated throughout the two-year course. My advice to future students would be to trust the process; the hours of revision, past papers, teacher feedback and endless testing will completely prepare you for both your final exams and life beyond Kambala.



Sunday Salt

When starting year 12, I remember being told one thing over and over - 'Enjoy this year, it passes so quickly'. While this was something I hoped to be true at the time, I didn't entirely believe it until the year was over, at which point I wished for more time with my year group. So, my advice to future students would be, enjoy your time at Kambala while you are

there - the teachers and girls are inspiring, and the programs and facilities the school provides are unmatched. I would also say the key to a happy and successful year is balance - set time aside to work and break down tasks into parts, but also remember to set time aside for yourself. I am very thankful for how enjoyable and motivating my school experience was, and the way in which Kambala has provided me with the skills to pursue whatever I may decide in the future.



Aarya Kaul

My advice for future students is to figure out what study methods work for you early on so you can implement them throughout your Year 12 journey. It's easy to let pressure get to us, so I encourage you to create a routine that allows plenty of time to rest and recharge! I am very thankful for my teachers who have supported and encouraged me

to constantly improve. Kambala has undoubtedly instilled a sense of passion and perseverance in me which I look forward to bringing to my future endeavours.



Jemma Tan

During the HSC, my personal highlight was the supportive environment facilitated by my Year 12 teachers and cohort. I really enjoyed the sense of togetherness fostered through cohort zoom meetings, daily tutorial groups and other collective activities on top of regular exercise which proved immeasurable to my overall academic performance

and mental health. In over 14 years at Kambala, this sense of community spirit has proven the most memorable aspect of my school life, and inspired me to continually exercise compassion towards others. For future Year 12 students, I would advise them to similarly maintain a healthy study-life balance, and to spend free time hanging out with friends or family as a welcome break from daily stresses.



Chloe Knowles

Involving myself in opportunities external to Kambala's academic program, such as sport and music, was instrumental in maintaining my motivation and passion for my subjects throughout the IB diploma. Nevertheless, the importance of spending time socially with friends and family can't be understated as I learned that this was the

best way to avoid feelings of burnout. A highlight for me this year was the evolution of the teacher-student dynamic, as each girl felt not only supported by the cohort but also the Year 12 teachers who engaged with each student on a personal level. Kambala's culture of acknowledging and celebrating each individual's achievements is something I will embody as I pursue my future endeavours.

REFLECTIONS OF A SELECTION OF HSC AND IB OUTSTANDING ACHIEVERS

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Francesca Herro

Although completing Year 12 is challenging and at times stressful, it is also very rewarding. My approach to the HSC was to combine study with things I enjoyed, always collaborating with friends on tasks in order to generate insightful dialogue on our content. The Kambala teachers definitely fostered in us a passion for communication and

learning, encouraging us to discuss and develop our own ideas. I will always be grateful that I was given the opportunity to learn and grow in such a positive academic environment.



Cordelia White

My highlight of the IB course was completing my Extended Essay, which focused on an economic and sustainability analysis of the Australian Cotton Industry. It was challenging and a time-consuming process, however with the help of my EE supervisor and all the teachers at Kambala, I am extremely grateful for the experience. Another highlight of

my experience at Kambala was the supportive atmosphere the girls maintained. Whilst lockdowns seemed to dampen the enthusiasm I sought to sustain for my studies, it appeared it was my peers' love and care that allowed me to reach my academic and emotional potential throughout what was a tough year.



Stella Rafeletos

I am grateful for the opportunities Kambala provided me with to pursue a love for Music throughout my school experience. Maintaining this passion was key to keeping a balance during my final year. My advice for future Year 12 students; don't be too hard on yourselves. This can add extra stress to an already overwhelming year. Despite COVID-19 interruptions,

all of my classes, and the memories I created with my friends, peers and teachers made my Year 12 experience all the more memorable and enjoyable.

“Working together with my friends and seeking help and feedback from my teachers gave me the confidence to tackle my study load this year.”



Sara Wright

Being in year 12 may seem very stressful and daunting, but it is also a year filled with many memories that you will cherish forever. Throughout my years at Kambala, I am most grateful for all the friendships I have made and the opportunities that the school has given me. My teachers at Kambala were an integral part of my schooling, they never

failed to offer their assistance and were always so supportive and encouraging which allowed me to gain confidence in myself and reach my academic potential. My main advice to future students would be to prioritise a healthy work-life balance. I believe it's important to equally allocate time for social events, sporting events and studying as it acts as a natural stress outlet. Additionally, being organised and staying on top of your workload is important. Doing small bits along the way can be more productive.

CELEBRATION OF 2021 IB CORE

The DP core lies at the heart of the program and reflects the IB's strong commitment to the principle of developing the whole person. The three elements of the core individually and collectively illuminate the experience. The three elements include experiences of CAS (Creativity, Activity and Service), the Extended Essay as an individual research paper and the Theory of Knowledge course, a class that has students explore and reflect upon the nature of knowledge and the process of knowing. Below highlight some extracts from those core experiences.

Extended Essays

Extended Essays are 4000 word academic papers written as a compulsory core component of the IB Diploma Programme. Below lists the essay titles and subject areas of Extended Essays where an A was achieved. This gives some insight into the breadth of individual research pursuits as students devise their own research question. World Studies essays require students to interconnect their subject knowledge from two subject areas in their exploration.



History

The 1975 Dismissal of Gough Whitlam and the Rise of Republicanism in Australia: In what ways did the dismissal of Gough Whitlam increase support for the republican movement in Australia from 1975-1999?

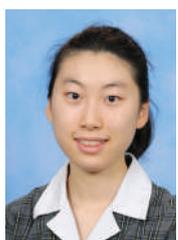
Alexandra Bako



Psychology

The Extent to which Sociocultural Factors Contribute to Severe Social Withdrawal (Hikikomori): To what extent can behaviour involving severe social withdrawal (Hikikomori) be explained by sociocultural factors?

Chloe Knowles



World Studies (Mathematics and Economics)

Coca Cola's Technological Innovation and Economic Sustainability: To what extent does technological innovation ('Pour by Phone') enable Coca Cola to maintain its market share and high profits in the long term, thus achieving economic sustainability?

Felicia Chen



World Studies (Global Politics and Biology)

To what extent has the incorporation of the Aichi Biodiversity Targets in the Republic of Maldives contributed to environmental sustainability?

Olivia Martin

Theory of Knowledge

One of the key assessments of Theory of Knowledge is a response to a suite of essay titles. Students select a title and respond in an 1600 word paper whereby students bring together the experience from different subject areas and their personal experience and knowledge.

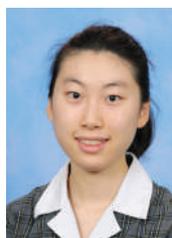
Below are some extracts of from essays that attained an A in the ToK essay component:

Prescribed Title 2: "Knowledge gained through direct experience is powerful but problematic." To what extent do you agree with this statement?



"In the Natural Sciences, direct experience through empirical research is central to the advancement of knowledge. However, this is problematic when the observer's perception is misled by cognitive bias. The discrepancy between reality and perception is explained through Choice Theory and its implications in Prosper-René Blondlot's non-existent 'N-rays'"

Esme Irvine



"...Hence, knowledge from observation and experimentation not only leads to the development of the physical principle, but also further challenges it, catalysing the discovery of new research fields. In addition, technological advances have provided us with more opportunities to engage in direct experiences that produce powerful knowledge. In astrophysics, for example, the Gaia space telescope ..."

Felicia Chen

Prescribed title 5: "If all knowledge is provisional, when can we have confidence in what we claim to know?"



"As one speculates the authenticity of knowledge, Greek philosopher and luminary, Socrates, suggests we should critically question the provision of knowledge even at the expense of our own personal and social sanity. The prescribed title questions, "when can we have confidence in what we claim to know"; constituting a dichotomy of knowing whether provisional knowledge is worthy of our criticism and thus considered — our knowledge to share and claim

with confidence. The title assumes that human beings are the core of the universe, who create ambiguities; these proposed parameters foreground a discourse between healthy scepticism and axiomatic claims..."

Chelsea Parker-Burton

ACHIEVEMENT IN ENGLISH



Images: A 'behind the scenes' of the photo shoot for The Sydney Morning Herald's article, 'Rabbit Holes and teacher debates: How Kambala blitzes HSC English' by Natassia Chrysanthos and Nigel Glastone. Pictured: Lauren Walsh, Mayling Paton, Lara Finlayson, Anjalee Desai.



The Class of 2021's outstanding achievements across English courses is testament to their adaptability, tenacity, and courageous thinking. Throughout their time at Kambala, these young women's curiosity combined with a palpable awareness of the power of voice and language inspired numerous discussions and diverse perspectives in the English classroom.

Whether face-to-face or online, the 2021 cohort maximised the opportunities available and impressed their teachers with a willingness to critically engage with ideas. They embodied unity in their collaborative approach and responded to unique learning experiences, ranging from tertiary lectures to student-centred workshops. In their reflections on these experiences, the students indicated that they felt empowered by their supportive teachers to offer dynamic interpretations of texts.

In addition to the SMH First in State rank for English, with 88% of the English Advanced, English Extension 1 and 2 achieving top bands, other notable achievements are:

- ◆ Anjalee Desai: 3rd in English Extension 2
- ◆ Mayling Paton: 5th in English Advanced and 8th in English Extension 1
- ◆ Lara Finlayson: 9th in English Extension 1 and 16th in English Advanced



When we consider the achievements of this group, Helene Cixous's insistence that "woman must write woman" aligns with their accomplishments. Indeed, the Class of 2021 demonstrated this in their bold approaches to the English curriculum, writing themselves to success; a success we celebrate and acknowledge as part of the tapestry of Kambala's rich academic history.

A SNAPSHOT OF ENGLISH EXTENSION 2 PIECES:



Anjalee's state-topping major work examined the dialectical possibilities of a feminist poetic. In her foreword, she outlined the intention of her poignant piece:

My critical response acts as a poignant reminder to observe that which lies beneath the compartmentalisation such cachets impose upon feminist thought. Here, we may discover a plurality of perspectives, both conflicting and overlapping, that are enriched through an embrace of the dialectic.

By interweaving the poetry, theories and interviews of Adrienne Rich and Audre Lorde, whose friendship appears to be founded as much on their opposing views as their shared, I traverse the composers' alternate approaches to mythology. And so, as I grapple with a polyphonic discourse wholly resistant to containment, I find myself enticed by the resounding echoes of these diverse feminist voices.



Charlie Aitken's evocative triptych, *Three Truths*, enabled her to examine the evolving relationship between rural women and the land; a cause close to her heart. Here is a snippet from her first vignette:

*Drought Windorah, Central Queensland, 1905-
"The prettiest girl in town"
"The prettiest girl in town"*

She'd been dubbed from a young age - flagged a diamond in the dust of Windorah.

The compliments came often and were almost as flattering as the platinum-blond curls that framed her features. Her crowning glory was the colour of wheat husk, reflecting light like the harsh sun of a typical 1905 afternoon. It was not difficult to spot her in town, for there seemed to be a golden ring of light that clung to her presence in place of a shadow. Her skin was pale and rough as that of ghost gum bark and on her cheeks bloomed bottlebrush flowers, her skin freckled by its pollen.



KAMBALA TEACHING SCHOLARSHIP

In recognising the important role teachers play in communities, the Kambala Institute of Teaching Excellence (KITE) and Kambala Old Girls' Union (KOGU) have launched a partial scholarship for university study in the field of Education, to be offered to a Kambala graduate.

If you are eager to become a teacher and would like more information about this offer, please write to the Director of KITE at KITE@kambala.nsw.edu.au.



CREATIVE AND PERFORMING ARTS ACHIEVEMENT



ARTEXPRESS (Visual Arts) Nominations

- ◆ Francesca Herro (*Entitled*)

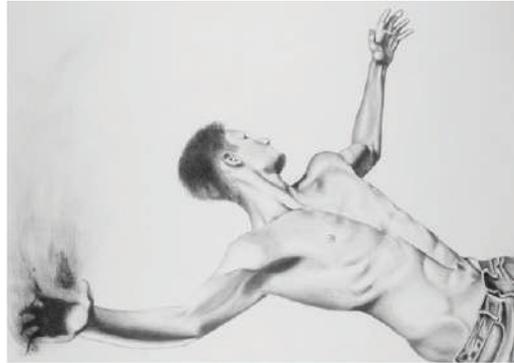


1. Jessica Ledger



SHAPE (Design and Technology) Nominations

- ◆ Georgina Beer (*Nominated*)



OnSTAGE (Drama)

- ◆ **Individual Project** (Theatre Criticism)
Claire Villata
- ◆ **Individual Project** (Play writing)
Alix Anastasiadis
- ◆ **Individual Performance** (*Namaste*)
Ava Pietranski



ENCORE (Music) Nominations

- ◆ **Performance** (Voice)
Jessica Ledger (*Selected*)
- ◆ **Performance** (Piano)
Yue Yang, Ashley (*Nominated*)
- ◆ **Performance** (Saxophone)
Stella Rafeletos (*Nominated*)
- ◆ **Composition**
Rose Scarlis (*Nominated*)
- ◆ **Extension Musicology Essay**
Victoria Yan (*Selected*)



2. Jade Lin



3. Dominique Honeman

CREATIVE AND PERFORMING ARTS ACHIEVEMENT



4. Samara Kelleher



5. Lucy Hickson



6. Chloe Knowles



7. Lily Howell



5. Lucy Hickson

KAMBALA GIRLS SHINE ON SPORTING STAGE



Bianca Sachr

Roseby Prefect, Bianca Sachr excelled in Touch and was awarded the prestigious Blue Pocket for her ongoing contribution to representative Touch. Bianca was selected in the IGSA and NSWCIS teams playing at the NSW All Schools Championships. She was a member of the Eastern Suburbs team that won the NSW State Cup. Bianca gained selection in the Rebels representative team to compete at the NSW Junior Regionals and National Touch League. Bianca was a gifted sprinter and qualified for the IGSA Athletics team competing at the NSWCIS Athletics Championships.



Lily Howell

Lily Howell represented Kambala in Snowsports across a number of disciplines; Alpine, Skier Cross, Moguls and Cross Country. She competed at the Sydney Regionals, NSW State Championships and Australian Snowsport Championships throughout her Senior years. She medalled at all levels of the sport in individual and team events. Lily was the Snowsports Captain and received the Blue Pocket for her achievement at the National Snowsports Championships.



DUKE OF EDINBURGH



YEAR 12 GOLD DUKE OF EDINBURGH RECIPIENTS IN THE NAMADGI NATIONAL PARK: JEMMA TAN, CHELSEA PARKER-BURTON, ALEXANDRA BAKO, JESSICA FRIDERICH, FRANCESCA HERRO, LARA FINLAYSON AND CHLOE KNOWLES.



In 2021, twenty-three Year 12 girls completed the Gold Duke of Edinburgh's Award – the highest of any graduating class since Kambala first offered the Award in 1997. This is something which the school community can be immensely proud of, especially given the challenges that arose during lockdowns.

The following students from the class of 2021 received the Gold Award: Elizabeth Babilis, Alex Bako, Georgina Beer, Claire Butterfield, Felicia Chen, Olivia Clyne, Anjalee Desai, Jasmine Diep, Eliza Finlayson, Lara Finlayson, Jess Friderich, Francesca Herro, Lucy Hickson, Chloe Knowles, Jessica Ledger, Natasha Ludlow, Amelia Malouf, Chelsea Parker-Burton, Isabella Redmond, Erika Skelin, Bianca Tauszik, Jemma Tan, and Sara Wright.

Highlights of the cohort's efforts include:

- ◆ **Volunteering in the local community:** many of our Year 12 boarders regularly gave their time at Regis Rose Bay or Mark Moran Vaucluse, while other girls joined the 'Rose Bay Responsible Runners' group or volunteered at Woollahra Library.
- ◆ **Volunteering at Kambala:** our girls have continued to help out at Hampshire House, in the school library, Tivoli swim school or mentored younger girls in debating, STEM club and drama.
- ◆ **Residential projects:** for this section, students must participate in a 5-day residential experience. Our Year 12 girls took the initiative to independently organise participation in activities ranging from a surf camp on the NSW South Coast, a World Challenge trip to Cambodia and an HSC Study Camp run by Macquarie University.
- ◆ **Adventurous journeys:** our girls have participated in canoeing and hiking expeditions in terrain as varied as the Namadgi National Park, Green Gully Track and Royal National Park.
- ◆ **Flexibility during a period of remote learning:** lockdown restrictions have necessitated a certain level of ingenuity; our girls have completed online F45 sessions, yoga and cooking classes, or used apps like Strava or MapMyRun to track their fitness from home. Some students have transcribed archival documents for the State Library of NSW or helped elderly neighbours in the local area.

Congratulations to the class of 2021; you have set a fine example of community service and resilience for younger Kambala girls to follow.

Mr. Sebastien Knox
Duke of Edinburgh Co-ordinator

SPIRIT OF SERVICE



Claire Butterfield has demonstrated exceptional humanity and courage in her commitment to service of others as Advocacy Prefect of 2020/21. Moreover, Claire has been an outstanding role model for the school community by her humble and steadfast commitment to service throughout her time at Kambala, supporting a wide range of advocacy causes, including the Red Shield Appeal and the Forty Hour Famine every year, since Year 7.

As Prefect, Claire's particular passion has been to highlight the importance of homelessness in our local community and the crucial work done in this area by Rough Edges and Banksia Women. Claire has ensured that the school community is educated about this issue, including organising guest speakers and games in Mentor Groups, as well as providing students with the opportunity to donate both funds and goods.

However, this only touches the surface of the wide range of causes that Claire has advocated for within the school community. She raised funds and organised the collection of goods for Beirut following the explosion in 2020, she continued and furthered the school's fundraising for St Nics Mission Academy in Ghana through mufti days, bake sales and Fun Fluro Night for Year 7 and has worked hard to ensure that all students feel like they have a voice and place within the school community.

"Claire's particular passion has been to highlight the importance of homelessness in our local community and the crucial work done in this area by Rough Edges and Banksia Women"



TESTIS



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